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ABSTRACT

On July 15, 1971, the Pennsylvania Department of Education established a Joint Task Force to develop policies and programs which would eliminate sex discrimination in Pennsylvania schools. The following committees were established: (1) Women's Studies in Basic and Higher Education; (2) Guidance and Counseling; (3) Sex-Segregated Classes; (4) Sexism in Textbooks and Library Materials; (5) Basic Education Evaluation; (6) Teacher-Training; (7) Continuing Education for Women. This final report gives the concrete problems of sexism faced by each committee, the policy changes they recommend, and the programs they have developed to implement these policies. The appendix contains Programs Approval Guidelines for Intergroup Education. The guidelines include rationale, the various program components, the names and addresses of resource organizations and agencies, and a bibliography of bibliographies of minority and ethnic materials. (Author/RM)

ED 096212

Sexism in Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A report of the task force composed of representatives of the Pennsylvania Department of Education, Pennsylvanians for Women's Rights and the Pennsylvania Human Relations Commission

Pennsylvania Department of Education
1972

SP 007 747

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COMMONWEALTH OF PENNSYLVANIA

August 30, 1972

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SUBJECT: Sexism in Education

TO: University and College Presidents and Deans
State-owned and State-related

FROM: John C. Pittenger
Secretary of Education John C. Pittenger

I have committed the Department of Education to making the elimination of sexism in education a priority. This is in accordance with the amendment to Article I of the Constitution of the Commonwealth and in keeping with the policy of Governor Milton J. Shapp, as set forth in Executive Directive 13, which states, "A major effort will be exerted to end discrimination against all minority groups and women..."

In order to meet this commitment, I hereby request that you make plans immediately to carry out the policies embodied in the Constitutional Amendment and in Executive Directive 13 as follows:

1. Eliminate sex-segregated classes, programs, activities and courses of study.

2. Eliminate special rules for women or men (housing, hours, athletics, jobs, etc.)

3. Establish the same admission qualifications for women and men except where these are shown to discriminate against women or men.

4. Library and course materials should include information on women, presentation of women role-models and feminist perspectives of history, psychology, sociology, politics, economics and law.

5. Annual goals be set for hiring, training and promoting women of all races and all ages at every level of employment.

6. Develop women's studies as an integral part of the curriculum.

I recommend that you develop programs such as the following to implement these policies:

1. Child Care/Development Programs for children of staff, faculty and students, with costs according to ability to pay.

2. Staff and faculty should reflect the same balance by sex and race in each job class at all employment levels (including administration) as the Commonwealth's general labor force.

It is our joint responsibility to provide equal opportunity for women. I seek your cooperation and offer the full assistance of the staff of the Department of Education. To this end would you please take special notice of the last appendix of the report of the Joint Task Force on Sexism in Education which deals with program approval guidelines for intergroup education.

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Commonwealth of Pennsylvania
Department of Education

SCHOOL ADMINISTRATORS' MEMORANDUM 544

Subject: Sexism in Education

September 5, 1972

To: Chief School Administrators
Intermediate Unit Executive Directors

From: John C. Pittenger
Secretary of Education

John C. Pittenger

In accordance with the intent of the Amendment to Article One of the Constitution of the Commonwealth of Pennsylvania which prohibits the denial or abridgement of rights because of sex, and in keeping with the policy of Governor Milton J. Shapp, as set forth in Executive Directive 13, which states, in part, "A major effort will be exerted to end discrimination against all minority groups and women...," I hereby commit the Department of Education to making the elimination of sexism in education a priority.

The policies which I have established and upon which the public schools in the Commonwealth will be evaluated are that:

1. Sex-segregated and sex-stereotyped classes, programs, activities, and courses of study be eliminated.

2. Feminist literature be included in school libraries and efforts be made to secure instructional materials, including textbooks, which favorably portray women in non-traditional roles.

3. All students be counseled to consider a variety of career opportunities, not only those traditionally entered by persons of their sex.

4. Job placement practices assure students of employment opportunities without restriction because of sex.

5. Annual goals be set for hiring, training and promoting women of all races at every level of employment.

6. The role of women becomes an integral part of the school curriculum.

Chief School Administrators	Staff Assistants	School Board Secretaries	Secondary Principals	Elementary Principals	State Colleges & Universities	Nonpublic Schools	Department of Education Staff
587	587						587
CHIEFS OF SPECIAL PROGRAMS							Number of Sheets in this Release
Special Education	Vocational Education	Agriculture	Home Economics	School Milk & Lunch	Highway Safety	Instructional Materials	
							1

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I recommend you develop programs, if you have not already done so, such as the following to support these policies:

1. Sensitize all staff to sexism and to what are degrading and discriminatory practices.

2. Eliminate sex-stereotyped roles in all school publications.

3. Eliminate assignments by sex in all job classes and student positions.

4. Seek the establishment of child care/development programs for children of staff, faculty and students, with costs according to ability to pay. These programs can be used for training the students in child care and family relationships.

5. Provide before and after school programs especially for children whose parents work.

6. Provide a sex education course in human growth and development which includes emotional and physical growth and interpersonal relationships.

I have directed the staff of the Department of Education to consider the elimination of sexism an important part of their responsibilities. They will provide you with technical assistance and advisory services.

All such programs hinge on a satisfactory evaluation system. Therefore, I assure you that the Department will fulfill its evaluation responsibilities in accord with procedures which will be clearly stated.

I seek your cooperation in meeting our joint responsibility to eliminate discriminatory practices in the schools of the Commonwealth.

Preface

This report represents the combined efforts of the Joint Task Force members over a period of one year. I commend to you those people listed herein for their diligence in pursuit of an extremely worthwhile goal: The equalization of educational opportunity for women in the Commonwealth.

In addition, the development of the report, combined with the implementation of its recommendations, is an exercise of Pennsylvania's leadership role in education on a national scale. The Joint Task Force also serves to exemplify interagency cooperation as well as illustrate how a community group can work with the bureaucratic structure to achieve a desired end.

Joseph F. Bard
Chairperson

TABLE OF CONTENTS

		Page	
Preface			
Joint Task Force Members and Committees		1	
I.	Introduction		
	A. The Problem	3	
	B. The Joint Task Force on Sexism in Education	4	
II.	Policies and Programs		
	A. Women's Studies in Basic and Higher Education	7	
	B. Counseling and Guidance	8	
	C. Sex-segregated Classes and Activities	10	
	D. Sexism in Library and Curriculum Materials	12	
	E. Basic Education Evaluation	14	
	F. Teacher Training	17	
	G. Continuing Education for Women	20	
III.	Recommendations for Action by the Secretary	23	
*	A. To Basic Education Administrators	24	*Sent, under
	B. To Higher Education Administrators	26	separate cover,
	C. To Department of Education Staff	28	to the appropriate
	D. To PDE Bureau of Curriculum Development and Evaluation	29	people.
IV.	Appendices		
	A. Kurtzman Memo, October 15, 1971	30	A
	B. Pittenger Memo, January 28, 1972	30	B
	C. Pittenger Memo, April 4, 1972	31	
	D. Legal Rights and Responsibilities	32	
	E. Shapp Executive Directives 13 and 21	38	
	F. Guidance Programs and Budget	42	
	G. Basic Education Evaluation Guidelines	48	
	H. Program Approval Guidelines for Intergroup Education	49	

JOINT TASK FORCE ON SEXISM IN EDUCATION

Warren Ringler--Acting Commissioner for Higher Education

Donald M. Carroll, Jr.--Commissioner for Basic Education

Joseph Bard--Chairperson

Department of Education

E. Jerome Kern, Chairperson--Women's Studies in Basic and Higher Education
Lou Borelli, Chairperson--Counseling and Guidance
Earl R. Zimmerman, Chairperson--Sex-Segregated Classes and Activities
Elizabeth Haller, Chairperson--Sexism in Library and Curriculum Materials
Harold Wisor, Chairperson--Teacher Training
Ethel Matthews, Chairperson--Continuing Education for Women
Herb Edwards, Chairperson--Basic Education Evaluation
Jeanne E. Brooker
Blanche M. Curran
Kathleen M. Kies
Helen McLain
Dominic O'Brien
Paul Schalles
Jeanette V. Warner

Pennsylvanians for Women's Rights

Ronnalie Howard, Co-ordinator
Gail Bieri
Ruth Ann Edwards
Pamela Hemphill
Alice B. Markow
Audrey Maslin
Delores B. Schmidt
Sharon Schulberger
Dorin Schumacher
Eleanor Smith
Emily Sopensky
Rita Varoula

Pennsylvania Human Relations Commission

Nancy van Vuuren, Co-ordinator
Richard B. Anliot
Joanne Hetzel
Belle Lustig
Louise G. Oncley
Charlotte Stewart

JOINT TASK FORCE ON SEXISM IN EDUCATION

Writing Committee

Nancy van Vuuren, Chairperson
Elizabeth Haller
Kathleen Kies
Sharon Schulberger
Emily Sopensky

Implementation and Evaluation Committee

Joseph Bard, Chairperson
Richard Anliot
Lou Borelli
Jeanne Brooker
Herb Edwards
Ronnalie Howard
Paul Schalles
Eleanor Smith
Nancy van Vuuren
Jeanette Warner
Harold Wisor

I. INTRODUCTION

A. The Problem

Sexism is an integral part of American society, and so of the educational system. Roles in the system are defined by sex. These roles place women in a secondary position, as inferior beings incapable of decision making or of responsibility for matters affecting their own lives.

The enormity of the problem of sexism in our society and its reinforcement within our educational system stuns the imagination of even those persons most committed to change. It seems easy to include women in the school curricula, to sensitize students and teachers to practices which discriminate against women. Yet for such a program textbook publishers must be made aware of the problems and encouraged to include women in their materials. Libraries must have resources for independent study on the topic. Guidance counselors must adopt counseling practices which will help women and men redefine their positions in our society. Teachers must be trained and retrained to eliminate sexism in their attitudes and practices. Continuing education programs must be developed so that all women and men can share in the new definitions and horizons.

Real alternatives for women do not exist. The adult woman has been conditioned throughout her life to thought patterns and behaviors which have limited her view of the world and of her role in it. Education has not provided alternatives. In both clear and subtle ways women have been restricted to nurturing roles and have been discriminated against in employment. But education can provide the means for women and men to lead richer, fuller lives, determined by their abilities and interests.

B. The Joint Task Force on Sexism in Education

In May 1971 the people of Pennsylvania voted that Article 1, Paragraph 26 be added to the Commonwealth's Constitution:

> Equality of rights under the law shall not be denied or abridged in the Commonwealth of Pennsylvania because of the sex of the individual.

With this action, however, no implementation procedure was established. During the summer of 1971 Pennsylvanians for Women's Rights (a coalition of 42 women's rights groups in Pennsylvania) requested the Pennsylvania Department of Education to establish a Joint Task Force to develop policies and programs which would eliminate systemic sex discrimination in the Commonwealth's schools. On July 15, 1971, the first meeting of representatives of PDE, PWR, and the Pennsylvania Human Relations Commission was held. Warren Ringler and Donald Carroll, then the assistant commissioners of Higher Education and Basic Education, respectively, coordinated the PDE leadership. On September 27 they appointed Joseph Bard as chairperson for the Task Force.

The overall goal of the Joint Task Force on Sexism in Education was to eliminate sexism in education, and seven sub-goals were established, each to be worked on by a separate committee chaired by a staff member of the Department of Education:

1. Women's Studies in Basic and Higher Education
2. Guidance and Counseling
3. Sex-segregated Classes
4. Sexism in Textbooks and Library Materials
5. Basic Education Evaluation
6. Teacher-Training
7. Continuing Education for Women

The Joint Task Force held four meetings between July 1971 and April 1972, at which the committee members reported on their progress

and worked on overlapping problems. By the final meeting in March, each committee was to have delineated the problem, developed concepts for solutions, and worked out the specific details for implementing the proposed solutions.

On October 15, 1971, David H. Kurtzman, then Secretary of Education, distributed a memo to all PDE Commissioners, Bureau Directors and Office Directors committing himself and the Department to the work of the Joint Task Force as a priority. (Appendix A)

On January 28, 1972, the new Secretary of Education, John C. Pittenger, distributed a memo to all PDE employes on the subject of Equal Opportunity in the Department, which included the following ite:

> ...I pledge myself and ask every employe to be alert to ways in which equal opportunity for women and members of racial minorities may be encouraged in local school districts, colleges and universities, and private agencies with whom the Department contracts for services of any kind. (Appendix B)

This final report gives the concrete problems of sexism faced by each committee, the policy changes they recommend, and the programs they have developed to implement these policies.

The Joint Task Force has established an Implementation and Evaluation Committee to oversee the continuing work towards attaining the goals of the Joint Task Force. The Secretary has agreed to have a member of his staff provide the guiding staff work necessary to the Committee.

The content of this Report, the specific recommendations for policy and program, must be viewed in the light of the Constitutional and legal rights and responsibilities established by the legislative and judicial system. (cf Appendix D)

Further commitment to these rights and responsibilities has been made by the President of the United States in Executive Orders 11246 and 11375, and by Governor Shapp in Executive Directives 13 and 21. (Text in Appendix E) Court decisions have supported this Executive effort to prevent public funds from being used with discriminatory effects, mainly under the 14th Amendment. They are also now requiring such action and controls by distributors of public funds.

II. POLICIES AND PROGRAMS

A. Women's Studies in Basic and Higher Education
(Bureau of General and Academic Education. Bureau of Academic Services.)

Women's studies may be defined as the re-evaluation of existing knowledge and the creation of new knowledge from the woman's viewpoint.

The Committee suggested the following ways in which women's studies may be included in the curriculum on the elementary, secondary and college levels:

1. As a separate course in the Social Sciences or Humanities (Language-Fine Arts) curriculum.

2. As a unit or minicourse within an established course of study.

3. As research projects designed --

   a. To show the sex-stereotyping in our culture and its effects on both sexes, or

   b. To explore the ways in which existing curriculum materials and methods reinforce the sexist bias in our educational system.

4. On the college level - departments of women's studies might be organized with personnel and courses from various disciplines contributing to a major program in this area.

The Committee recommended the following priorities for implementation by the Department:

1. The development and dissemination of model programs and resources for women's studies on various educational levels. The programs planned by other Task Force Committees, primarily those in Teacher Training, Library and Curriculum Materials, and Evaluation, will provide supportive services for Women's Studies.

2. The identification of consultants to assist local districts to incorporate women's studies in their curriculum.

B. Counseling and Guidance
(Bureau of Pupil Personnel Services)

The Problem

It is the view of the guidance committee that sexist practices by many counselors stem from attitudes and values which are both conscious and unconscious. These attitudes and values are reflected in the following practices:

1. Counselors operate within the frame of reference of the district in which they are employed where curricula and mode of operation are likely to emphasize segregation of the sexes. Among the more obvious practices which result from this condition are: treatment by teachers in terms of expectations which are stereotyped; concerted efforts to recruit students for vocational-technical training primarily from the male school population; and tracking practices which tend to place boys in advance sections of math and science and girls in sections of office practice.

2. Some counselors deal with the urgency of pursuing education differently for males than for females. Emphasis is placed on the importance of a strong educational foundation for males based on the mind-set that males especially need to seek the highest level of potential educational attainment in order to prepare for the highest level of job opportunities available to them. Females' educational needs are looked upon with less urgency based on the traditional image of a female's life: school, marriage, a family.

3. Counselor interpretation of aptitude test profiles and the subsequent counseling engaged in predicated upon these test results may frequently be indited on the grounds of being sexist. Many counselors hold rather strong views concerning the sexual origin and basis of certain aptitudes, based on normative data which indicates differences. The counselor is constantly reinforced, for an examination of the aptitude test content, the norming practices based on sex, and the differences in vocational attitude maturation, and the sexual biases of the test interpretation manuals all tend to support this approach. Consequently, occupations or educational fields requiring certain aptitudes become linked in the counselor's mind with the sexual differences she or he sees in the test results.

Addressing itself to this problem, the committee defined a group of tasks, to be accomplished chiefly by the PDE Bureau of Guidance Services, in an effort to change some of the cited attitudes.

Program Recommendations

1. The Division of Guidance Services should structure self-study to include measures of sexist orientation of school districts and of counselors.

2. The Division of Guidance Services should ensure that the PENNscript materials will have a non-sexist orientation.

3. The Division of Guidance Services should select materials for inclusion in the Counselorganizer which are non-sexist in nature.

4. The Division of Guidance Services should implement a bias-free orientation through the career resource centers.

5. To provide base-line data, counselor attitudes should be surveyed in the spring of 1972 and at annual intervals.

6. A list of consultants on feminism to be used for review teams, workshops and projects should be developed. Such a list should be available Department-wide.

7. The Division of Guidance Services should develop a workshop and satellite activities which speak to the issues of sexism in counseling at all levels. The workshop should be presented as part of the annual PDE Curriculum Conference in the summer of 1972.

8. The Division of Guidance Services should recommend consideration of sexism in education as an agenda topic at professional counselor organization meetings.

9. The Division of Guidance Services should assist in the development of a motivational pamphlet that will improve the image of men and women in "non-traditional" occupations.

Appendix F includes the details of the programs and itemization of implementing costs.

C. Sex-Segregated Classes and Activities
(Bureau of General and Academic Education)

Sex-segregated and sex-stereotyped classes and activities do exist at all levels of education. These practices inhibit students in their personality development.

The traditionally sex-segregated classes are physical education, home economics, industrial arts and business. Sex-stereotyped, sex-segregated activities and groupings pervade in the area of athletics, musical organizations and clubs. Sex-stereotyping occurs through various practices in all studies, especially in science and mathematics.

To counteract such programs and practices, the Department of Education has adopted the following policy:

> Sex-segregated and sex-stereotyped classes, programs and activities are to be eliminated at all levels with the exception of Department approved experimental programs. Affirmative actions shall be taken immediately to achieve equal opportunities for boys and girls in all aspects of the educational program.

The recommendations for implementing the policy are:

1. Stress movement education concepts in physical education. Emphasize the individual acquiring effective movement skills in order to satisfy that individual's needs in a changing environment. Movement education utilizes exploration among other methods in a creative, problem-solving process.

2. Offer co-educational physical education classes with optional separated classes.

3. Offer opportunities for girls teams in sports.

4. Offer opportunities for integrated boys and girls teams in selected sports.

5. Provide equal opportunity for use of sports equipment and facilities for both sexes. Provide funding adequate to the needs of sports activities for girls and women.

6. Have teachers and counselors encourage students to pursue fields which were formerly stereotyped by sex. For example, encourage men to go into elementary education, nursing and other traditionally female occupations while encouraging women to enter such male-dominated fields as law, politics and medicine.

7. Actively recruit interested students into previously sex-segregated and sex-stereotyped activities and classes.

8. Select participants in all activities--e. g., school safety programs, field trips and school jobs performed by students--to counteract traditional sex stereotypes.

9. Have PDE, teachers, local school districts and community groups develop programs, conferences, speakers and other media to encourage the community to eliminate discriminatory attitudes and practices.

These recommendations should be part of the Evaluative Criteria for both Basic and Higher Education.

D. Sexism in Library and Curriculum Materials
(Bureau of General and Academic Education. Bureau of Academic Services.)

Evaluations of the treatment of women in textbooks and library materials primarily in the areas of Social Studies and Language Arts indicated the following weaknesses: under-representation of women; representation in limited stereotyped roles--wives, mothers, teachers, nurses, secretaries and other service-oriented jobs; reinforcement of culturally conditioned sexist characteristics showing as female such traits as dependency, passivity, non-competitive spirit and emotionality; and a very meager appreciation of women's contributions to history, literature, science and other areas of American life.

On the basis of the above, the Committee decided to establish as basic priorities:

1. The development of a set of guidelines for the selection of textbooks and library materials which present a fair and realistic treatment of women to counteract the traditional sex stereotypes found in the majority of curriculum materials on the elementary, secondary and college levels.

The recommended Guidelines for Selection of Library and Curriculum Materials which were developed are:

a. Inclusion of feminist content in an objective presentation of women's economic, political, social and cultural contributions.

b. Non-sexist descriptions of the roles and activities of women and men.

c. Inclusion of women in leadership roles.

d. Avoidance of sex-stereotyping of personality traits.

e. Portrayal of individual women as positive role-models.

f. Presentation of life styles for girls/women other than marriage and homemaking.

g. Illustrations and pictures of women proportionate to the total number of illustrations, showing girls/women and boys/men in non-stereotyped roles and activities.

2. The compilation of a comprehensive annotated bibliography of books, periodicals, and nonprint materials which present a positive image of women as human beings, not second-class citizens.

We anticipate the distribution and interpretation of these publications to librarians, teachers and representatives of publishing companies to familiarize them with standards for, and examples of, acceptable non-sexist curriculum and library materials.

Anticipated expenses for the work of this committee are estimated as follows:

1. Printing and distribution of materials (Guidelines and Bibliography)	$3,500.00
2. Purchase of workshop materials	500.00
3. Travel expenses of resource personnel.	1,000.00
TOTAL	$5,000.00

E. Basic Education Evaluation
(Bureau of Curriculum Development and Evaluation)

The Basic Education Evaluation process is the main "enforcement" mechanism available to the Department of Education. The guidelines for the evaluation establish the criteria and requirements for enforcement of the law and for establishing quality education throughout the Commonwealth.

In the past concern for sexism in the schools has not been part of the evaluation procedure. The Committee set out three means to make elimination of sexism a vital part of evaluation:

1. To amend the State Board of Education's regulation to require the elimination of sexist practices.

2. To eliminate sexist bias in the present criteria used by evaluators.

3. To add evaluation criteria to determine the extent to which the public schools have worked or are working to eliminate sexism.

1. The recommended amendments to the State Board Curriculum Regulations are:

> In each course of the social studies program in the elementary and secondary schools of the Commonwealth, there shall be included the active role and contributions of Women, Afro-Americans and other racial and ethnic groups in the history of the United States and Pennsylvania. (7.151)
>
> The instructional program of every school shall include intergroup concepts which are designed to improve students' understanding and relationships between individuals and groups of different sexes, races, national origins and socio-economic backgrounds. (7.154)

2. The authorization for the evaluations lies in the school codes, which require the Department to conduct evaluations of school programs in Pennsylvania. The evaluation criteria are developed by education evaluation advisors in the Bureau of Curriculum Development and

Evaluation, based on requirements delineated by the subject area specialists of the bureaus of the Department of Education.

The present system provides evaluative criteria for a voluntary Elementary Faculty Self-study, Secondary School Approval, special evaluation of Middle Schools and Vocational-Technical Program Approval. The evaluation program is limited by the number of staff available.

The Basic Education Evaluation Committee, therefore, recommends allocation of funds for development of periodic evaluations of all schools receiving public funds, licenses, approvals and certifications. These funds should make possible implementation of the evaluation criteria, and hence of the school codes, State Board of Education Regulations, and Department of Education policies and directives. Evaluation would become the mechanism for law enforcement.

The present Evaluative Criteria need to be amended and expanded to include measures of sex discrimination and of programs to eliminate systemic sex discrimination.

The Committee recommends the following standards be adopted for amending the present criteria:

a. Elimination of criteria requiring or permitting sex-stereotyping, sex-segregated classes, or other differential treatment between the sexes.

b. Addition of requirement that males and females be represented in curricula, books and other instructional materials, in a variety of roles.

c. Elimination of sole use of the male personal pronoun.

3. The Committee recommends that criteria be added to ascertain that the Department of Education policies prohibiting sex discrimination are implemented affirmatively. (cf Appendices G and H)

In addition to the evaluation criteria the Committee examined the Educational Quality Assessment instrument and recommended the following:

a. Elimination of implied approval of sex-stereotyping (example: The question which asks which of a list of jobs would most likely be held by women);

b. Measurement of student attitudes related to equality between the sexes;

c. Measurement of student attitudes and performance to determine whether students of both sexes are gaining equal education in the areas covered by all of the ten goals.

F. Teacher-Training
(Bureau of Academic Services)

While the obvious sources of sex-stereotyping in the schools are the textbooks and instructional materials, the attitudes and actions of the teacher play a vital part in the student's development and self-image.

I. CONCERNS OF THE COMMITTEE

A. Standard XIV will be amended to read: "The program shall include intergroup content (race, religion, ethnic, socio-economic and sex) and experiences which encourage intellectual awareness of and emotional sensitivity to the cultural pluralism of our schools and society."

This will require the reprinting of pages 7 and 8 of Policies, Procedures and Standards for Certification of Professional School Personnel, January 1970, and subsequent distribution to 600 college personnel and 650 school administrators who hold copies of this document. This task will be accomplished by the Division of Teacher Education.

B. To assist in program approval processes, PWR will prepare a list of names of individuals from elementary schools, secondary schools, and colleges who are capable of serving in a dual capacity on program approval teams. In addition to being a feminist, these individuals must have a recognized academic or professional expertise as related to the general or specific preparation of teachers. Personal data forms will be distributed by the Division of Teacher Education to these individuals. When completed and returned to PDE, these forms will be used to properly assign qualified individuals to program approval teams in accordance with their expertise.

II. ACCOMPLISHMENTS

A. Position paper of PWR was presented to the First Annual Teacher Education Conference, September 23-24, 1971. A Committee studied the proposal and submitted recommendations. Recommendations were forwarded to faculties of teacher-preparing institutions for reaction.

B. The PWR position paper was presented to Graduate Deans of the state colleges. Reaction was positive. They requested additional assistance in the form of guidelines.

C. Standard XIV was carefully studied and found to be satisfactory as stated; however, a position paper (copy attached) was jointly prepared by personnel of the Division of Intergroup and Civil Rights Education and the Division of Teacher Education. This position paper was presented to the Professional Standards Committee, February 3-4, 1972. The committee endorsed the concept and approved the paper as "Program Approval Guidelines for Intergroup Education." (Appendix H)

D. At the request of the Division of Teacher Education, PWR and the Division of Intergroup and Civil Rights Education prepared extensive lists of names of individuals who were recommended for inclusion on program approval on-site evaluation teams. Personal data forms have been mailed to these individuals and many have been returned. When feasible, teams now include members with intergroup and feminist perspectives.

E. Joint meetings of PWR, Division of Intergroup and Civil Rights Education, PHRC and Division of Teacher Education representatives have explored and accepted the feminist concerns as part of the intergroup concept. Program implementation will proceed in all areas related to intergroup: sex, race, religion, ethnic and socio-economic.

F. Plans for implementing the "Guidelines" for in-service education of teachers have been formulated.

Jointly sponsored by the two divisions, a workshop on In-Service Programs in Intergroup Education will be held at the Shippensburg Curriculum Conference this June.

The workshop will be designed to:

.. determine the problems attendant on initiation of in-service programs in intergroup education for school personnel;

.. develop strategies for overcoming the identified problems; and

.. stimulate the initiation of cooperative in-service programs in intergroup education among institutions of higher education and local school districts.

In order to maximize the impact of the workshop, three populations have been identified: RITEC, a consortium, serving Erie, Warren and Crawford counties; the Lehigh consortium, serving

Luzerne, Carbon, Lehigh, Northampton and Berks counties; and the Allegheny County Intermediate Unit.

Each of these will be invited to assemble a team of 15 members composed of representatives of teacher education institutions and consortia, intermediate units and local school district administrative and teaching personnel.

III. PLANS FOR THE FUTURE

A. Assuming success at the Shippensburg Curriculum Conference, a series of regional training programs for intergroup in-service education will be held throughout the Commonwealth.

B. Dissemination of "Program Approval Guidelines for Intergroup Education" is planned for April 1, 1972.

C. Workshop on "Program Approval Guidelines for Intergroup Education" will be held during the Second Annual Teacher Education Conference, fall, 1972.

D. Cooperative programming by the Division of Teacher Education and the Division of Intergroup and Civil Rights Education will continue to influence the inclusion of intergroup education at undergraduate and graduate, pre-service and in-service levels of teacher preparation. These two divisions will continue to work cooperatively with committees of the Task Force.

G. Continuing Education for Women
(Bureau of Vocational, Technical and Continuing Education)

Continuing Education is a vague term generally used to cover non-credit evening school courses conducted by high schools and colleges for adults. The Joint Task Force Committee defined Continuing Education as:

> all education for persons 16 years of age or over which receives public funds or state approval and which is not a full-time diploma or degree program.

Some school districts have no continuing education programs. Others have a limited offering in civic, cultural, personal development, recreational and academic education. There are fragmented counseling and job placement programs. Few have child care provisions, health care, or funds to aid the poor in obtaining class materials and transportation. The skill classes, especially in the vocational education area, are generally segregated by sex.

The basic problem is the difficulty of coordination and the lack of sufficient funds.

To solve the problem the Joint Task Force recommends coordination of Continuing and Adult Education that will bring together the separate federal, state, and local continuing education programs under one authority instead of under a diversity of divisions and departments by carrying out the following:

A. Statistics and Planning

1. Conduct an analysis of the needs of employers, individuals, groups, and communities for Continuing Education programs.

2. Obtain records by sex and race of participants in each course or training program, and of staff.

3. Obtain and analyze by sex, race, job class and salary for participants placed in jobs.

4. Analyze the impact of programs in meeting the needs determined under #1.

5. Analyze the costs per program per participant, by district.

6. Centralize statewide planning programs and budget, especially for training programs based on need and impact indicators, by geographical area and industrial development.

7. Include Continuing Education in evaluation programs.

B. Program

1. Develop career-counseling and information services, cooperating with the guidance information centers.

2. Develop cooperative training classes with employers that will be the means for implementing career ladders.

3. Develop placement services for all participants, with affirmative action to break down sex-segregated job classes.

4. Recruit and admit participants and employ staff so that all classes and staffs approximate the population ratios by race and sex. Only such classes as those teaching persons to speak English should be "unbalanced" campared to the population.

5. Develop programs to meet the needs ascertained under (2).

6. Provide financial assistance to persons who cannot afford to attend classes, such as carfare, tuition, babysitting, food, books.

7. Provide care for all dependents of persons attending courses.

8. Provide family planning, health, budget, self-defense, child-care courses.

9. Provide counseling services that are attuned to the problems of women returning to school (including adjustment to the learning environment, limitations imposed on women by their multiple roles, and coping with her changing family relationship).

10. Establish effective communication of available continuing education facilities to reach and encourage all women.

11. Programs provided for full-time students be open to part-time students.

12. Employ a full-time Continuing Education staff in public school administrative units whose principal responsibility is coordination of Continuing Education offerings in the community.

13. Provide special training for Continuing Education staff. Encourage teacher training institutions to develop such courses and degree programs.

III. RECOMMENDATIONS FOR ACTION BY THE SECRETARY

1. Propose amendments to regulations 7.151 and 7.154 for State Board of Education approval.

2. Direct each school district and institution of higher education to implement the recommended policies established in conjunction with the Equal Rights Amendment to the Pennsylvania Constitution and the School Codes.

3. Direct each bureau to make a statement of policies and to develop materials within its area of responsibility.

4. Allocate funds, or direct Bureau directors to reallocate funds, for publications, special programs, etc., needed to implement the policies to eliminate sexism in the schools.

5. Direct that all evaluation programs and guidelines include provision for full implementation of equal opportunity.

6. Assure that evaluation programs give the force of law to the required criteria by strengthening the procedure for revoking or refusing licenses, approvals, and funding.

7. Designate a staff person to coordinate the activities engendered by the recommendations of the Joint Task Force on Sexism in Education.

8. Set an example for affirmative action in department hiring, training and promoting qualified women and minority persons.

9. Provide for coordination of continuing education programs.

10. Provide for the coordination of research and statistical projects and for the use of this information in the planning and implementation of programs (including the evaluation programs) to eliminate sexist and racist practices.

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October 15, 1971

SUBJECT: Joint Task Force on Sexism in Education

TO: Deputy Secretary, Commissioners, Bureau Directors and Office Directors

FROM: David H. Kurtzman
Secretary of Education

In accordance with the stated policy of this administration I herewith commit myself to making the elimination of sexism in education a priority.

A Joint Task Force on Sexism in Education, composed of representatives of the Department of Education, Human Relations Commission and Pennsylvanians for Women's Rights was formed in July, 1971. This organization will develop the programs necessary to achieve this goal.

These programs will be designed to complement existing and planned efforts to eliminate race discrimination in education. Because programs in these areas are a Governmental response to the needs of the Commonwealth's people, activities that aid in the attainment of the above goals must be considered an important part of the various bureaus' responsibilities and the individual staff member's assignment. These might include the advisory services of PDE to LEAs, the writing and distribution of relevant materials (curriculum guides, administrative guidelines etc.) that will help obtain a more equal educational opportunity for women in the Commonwealth.

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S-501 12-67

COMMONWEALTH OF PENNSYLVANIA

January 28, 1972

SUBJECT: Equal Opportunity in the Department of Education

TO: All PDE Employees

FROM: John C. Pittenger

The Department of Education must make special efforts to extend equal employment and promotion opportunities to all within the department and within the educational community which we serve. Accordingly,

1) I have met with the PDE Human Relations Committee chairman, Joseph Bard, and asked him to pursue with renewed effort the task of developing strategies for eliminating bias within the department, particularly with respect to racial minorities and women. I have asked the committee to advise and assist me in implementing these strategies.

2) All supervisory personnel are instructed to be acutely sensitive to the desirability of hiring and promoting women and members of minority groups to fill vacancies in jobs of responsibility.

3) I pledge myself and ask every employee to be alert to ways in which equal opportunity for women and members of racial minorities may be encouraged in local school districts, colleges and universities, and private agencies with whom the department contracts for services of any kind.

4) Instances of alleged personal and institutional expressions of bias should continue to be brought to the attention of the Human Relations Committee for investigation and subsequent action by my office.

Equal opportunity has for many Americans been a distant goal rather than a present fact. The Department of Education should be in the front ranks of those seeking to bring that goal within the reach of all people.

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Commonwealth of Pennsylvania
DEPARTMENT OF EDUCATION
Harrisburg

April 4, 1972

SUBJECT: Sexism in Education

TO: Chief School Administrators
Intermediate Unit Executive Directors
College Presidents and
Vice Presidents of Academic Affairs (included with President's Copy)

FROM: John C. Pittenger
Secretary of Education

In May 1971 the people of Pennsylvania voted to add the following clause to the Constitution:

> "Equality of rights under the law shall not be denied or abridged in the Commonwealth of Pennsylvania because of the sex of the individual."

So that Pennsylvania schools might come into compliance with the amendment, voted by the people, the Department of Education established the Joint Task Force on Sexism in Education to recommend policies and programs to be implemented by the Department of Education, local school districts, and individual educational institutions.

The areas of particular concern are guidance and counselling, sex-segregated classes and activities, sexism in classroom and library materials, continuing education, female studies in basic and higher education, and teacher training.

The Task Force is now preparing its final report. When I receive this report, I shall communicate to you the policies and program requirements necessary for compliance with the law.

I am confident that you share our concern that girls and women have equal opportunity in our schools for such is the basis of our democracy. Many present policies and practices in our schools limit the development of the potential of half of the population. We must work together to bring women into all of our programs, including athletics, vocational training, the sciences and mathematics, engineering, medicine, and administration. No area can be closed to them.

Moreover, we must affirmatively encourage women in choosing whatever field or program interests them, in attaining the necessary skills, and in obtaining job placement.

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Appendix D

LEGAL RIGHTS AND RESPONSIBILITIES

The Department of Education, the State Board of Education and education institutions of the Commonwealth are subject to the School Codes, to State Law (including the Pennsylvania Human Relations Act), the State Constitution, Federal Law and the U. S. Constitution. This is not intended to be a legal brief, but rather a statement of basic legal requirements under present law and of specific powers and responsibilities detailed in the Pennsylvania School Codes.

The Fourteenth Amendment of the U. S. Constitution provides for equal protection of all citizens under law. This amendment was interpreted in 1954 (Brown v Board of Education, 347 U. S. 483), to mean that policies of "separate but equal" are a violation of the Constitution. That decision further stated that equality in separateness does not exist. Similarly a racial tracking system in the public schools was struck down because it denied equal educational opportunity (Hobson v Hanson, 269 F. Supp. 401, 433 1967).

In 1967, the Supreme Court determined that the 14th Amendment and the Bill of Rights apply to children and students, as well as adults, (Application of Gault, 87 S. Ct. 1428, 387 U. S. 1, 18 L. Ed. 2d 527).

Further, in 1970, a federal court found that segregation of any group of children deprives such children of the guarantees of the 14th Amendment, even though the physical facilities and other tangible factors may be equal. (Cisneros v Corpus Christi Independent School Districts, 324 F. Supp. 599, 1970).

Another Federal court ruled that public education, where the State has undertaken to provide it, must be available to all on equal terms. (Hosier v Evans 314 F. Supp. 316, 1970).

The Nineteenth Amendment to the U. S. Constitution, which granted women the right to vote, was intended also to make women full members of the society and par-

cipants in the political system (cf records of Congress). The decisions of the courts on the 14th Amendment, therefore, must be interpreted also to apply to separation by sex and unequal treatment because of sex.

This is illustrated by the ruling in 1970 that the denial to women, on the basis of sex, of education equal with that offered men at the University of Virginia at Charlottesville, violated the equal protection clause of the 14th Amendment. (Kirstein v Rector and Visitors of University of Virginia, 309, F Supp. 184. 1970)

Because the courts have not acted to interpret the entire Constitution as applying to women, Congress in 1971 and 1972 passed the Equal Rights Amendment, which by April 10, 1972, had been ratified by ten State legislatures. Pennsylvania has its own Constitutional Equal Rights Amendment, voted on by the people of Pennsylvania in May 1971. The State Constitution now prohibits the denial or abridgment of equality of rights under the law because of the sex of the individual.

In Keyishian v Board of Regents, (385 U. S. 589, 603 1967), the court stated that the "vigilant protection of constitutional freedoms is nowhere more vital than in the community of American Schools." And in 1969 the Supreme Court ruled that "in our system, students may not be regarded as closed-circuit recipients of only that which the State chooses to communicate" (Tinker v Des Moines Community School District, U. S. 2. L. Ed 2d at 740). Thus the State, and the school districts, cannot prohibit female or male students from learning, taking classes, participating in school programs because of their sex.

Because the right to learn is such a fundamental right, it is particularly important that public education be equally available to all, without discrimination. As the Court observed in West Virginia State Board of Education v Barnette, 319, U. S. 624 (1943), at 637:

> Free public education if faithful to the ideal of secular instruction and political neutrality, will not be partisan or enemy of any class, creed, party, or faction.

The Fourteenth Amendment, as now applied to the States, protects the citizen against the State itself and all of its creatures--Boards of Education not excepted. These have, of course, important delicate and highly discretionary functions, but none that they may not perform within the limits of the Bill of Rights. That they are educating the young for citizenship is reason for scrupulous protection of Constitutional freedoms of the individual, if we are not to strangle the free mind at its source and teach youth to discount important principles of our government as mere platitudes.

In the Pennsylvania Supreme Court decision of the Pennsylvania Human Relations Commission v Chester School District (1967), Judge Roberts found that the act of the state requiring a school district to achieve racial balancing does not usurp the functions of the school district. Further, he stated, inaction by the state "frequently encourages de facto segregation." Thus, not only may the state act to enforce the law, it must.

The courts have also established that all facilities open to the general public (and this includes schools) must be available for the full enjoyment of all citizens. (cf Miller v Amusement Enterprises, Inc. 394 F. 2d 342, 1968 and appeals.)

The 1964 Civil Rights Act as amended (1972) and the Pennsylvania Human Relations Act prohibit discrimination on the basis of sex in employment. Both the Equal Employment Opportunity Commission (EEOC, established by the 1964 Act) and PHRC have specific guidelines with which employers, including educational institution, must comply.

The student and the school employe in Pennsylvania, then, have the right to full learning and employment opportunity. And the Department of Education, the State Board, and the education institutions have the responsibility to provide that full opportunity.

The specific powers and responsibilities of the State Board and the Department relevant to the concerns of the Joint Task Force follow.

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Sec. 290.1 Educational Performance Standards. State Board develop an evaluation procedure designed to measure objectively the adequacy and efficiency of the educational programs offered by the public schools of the Commonwealth.
State Board shall devise performance standards.

Sec. 291. Standards for the Organization of Administrative Units: includes transportation of pupils,...community characteristics,...capability of providing a comprehensive program of education.

Sec. 502. Powers to establish schools, educational departments programs.

Sec. 504. Cafeterias - "whenever in its (Board of School Directors) judgment it is deemed advisable to do so."

Sec. 511. Prescribe, adopt and enforce rule and regulations on athletics, publications, organizations and funding of same (mainly in powers of Board of School Directors but Department can establish general regulations).

Sec. 525 Educational Television.

Sec. 606 Taxation procedures for new school districts.

Sec. 610. Use of school funds.

Sec. 633. Financial reports to Superintendent of Public Instruction. Witholding of public funds.

Sec. 701. Regulations for grounds, buildings, sanitary conditions.....

Sec. 702. Playground in all new schools.

Sec. 731. No building be built (2nd, 3rd, 4th class) without approval of plans, e by Department of Education.

Sec. 733. Standards for buildings be reviewed every five years as to light area floor space, cubical contents by the State Board.

Sec. 755. Contracts to prohibit discrimination.

Sec. 775. Use of school grounds and buildings for social, recreation....Under rules established by the Board of School Directors.(same as Sec. 51.

Sec. 930. Department prepare and State Board approve vocational technical sch attendance areas and standards for courses and equipment.

Sec. 1061. Establish qualifications and certification procedures and criteria for technical personnel.

Sec. 1122. Termination of Contract guidelines include wilful violation of school laws of Pennsylvania.

Sec. 1123. Rating of professional employes. Department prepare rating cards and revise same with the cooperation and advice of a committee appointed by the Superintendent.

Sec. 1318. Suspension and expulsion of pupils.

Sec. 1511. Subjects be taught as prescribed by the Standards of the State Board of Education.

Sec. 1532-33. Records of pupils.

Sec. 1701. Establishment of Joint Schools and Departments, with approval of county board (now Intermediate Unit) and the Department of Education.

Sec. 1801. State Board for Vocational Education powers.

Sec. 1851. Department of Education establish vocational schools. Eligibility for enrollment determined according to standards and regulations promulgated by the State Board for Vocational Education.

Sec. 2003. State colleges subject to master plan for higher education developed under the direction of the State Board.

Sec. 2004. Board of Presidents of State Colleges formulate educational policies of the colleges, subject to any master plan for higher education in Pennsylvania.

Sec. 2006. Board of Trustees of a college arranges the place for practice teaching and the transportation of students of the college to and from the place or places. (Again regulations can be set by the State Board).

Sec. 2011. Duty of the Superintendent of Public Instruction to establish and regulate the State teachers colleges on all points not set forth in detail in the School Codes.

Sec. 2108. 09, 10. Qualifications, certification procedures.

Sec. 2508.3. State Board for Vocational Education power to authorize and regulate payment for ve-tech programs.

Sec. 2525. State Board sets policies for operation of audio-visual libraries and instructional materials centers.

Sec. 2541. Department approves payment by the Commonwealth for pupil transportation.

Sec. 2809. Department must administer all of the laws of the Commonwealth with regard to the establishment, maintenance and conduct of the public schools.

Department prescribes minimum courses of study.

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Sec. 2810. Department has the power and duty to administer the laws of Pennsylvania relating to vocational education, industrial education, agricultural education, and household arts education.

Sec. 2811. State Board shall "review the policies, standards, rules and regulations formulated by the Council of Basic Education and the Council of Higher Education and adopt policies and principles and establish standards governing the education program of the Commonwealth."

Sec. 2811.1. "Educational policies, standards, rules and regulation promulgated by the State Board of Education shall be binding upon the Department of Public Instruction." The Department shall implement the Board's policies, standards, rules and regulations.

Sec. 2811.2. "The State Board of Education shall engage in a constant review and appraisal of education in the Commonwealth. The Board's evaluation shall take into account such matters as educational objectives, alternative organizational patterns, alternative programs of study, and the operating efficiency of the educational system."

Sec. 2835. Records of the State Board and the Department are public.

Sec. 2872. Qualifications for faculty rank.

Sec. 2889.2 Powers and duties of State Board re community colleges.

Sec. 3441. Guidance of children leaving school and going into vocations.

Sec. 3507. "All persons within the jurisdiction of this Commonwealth shall be entitled to the full and equal accommodations advantages, facilities, and privileges of any places of public accommodation, resort or amusement, subject only to the conditions and limitations established by law and applicable alike to all persons....."

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Appendix E

EXECUTIVE DIRECTIVE NO. 13

Commonwealth of Pennsylvania

Governor's Office

HARRISBURG

June 2, 1971

SUBJECT: COMMITMENT TOWARD EQUAL RIGHTS

TO: HEADS OF ALL ADMINISTRATIVE DEPARTMENTS, INDEPENDENT ADMINISTRATIVE BOARDS AND COMMISSIONS, AND OTHER STATE AGENCIES UNDER THE GOVERNOR'S JURISDICTION

FROM: MILTON J. SHAPP
GOVERNOR

I am publicly committing myself and my Administration to provide leadership in the efforts to attain equal rights for all persons in the Commonwealth.

A major effort will be exerted to end discrimination against women and members of all minority groups and to develop affirmative action programs to involve them at every level of employment and decision making in this Administration.

I strongly emphasize that this commitment does not mean that departments and agencies may be content with hiring women and members of minority groups in jobs that require menial skills or with hiring women as secretarial help. Qualified persons shall be sought for jobs on every level of our government, including those in decision making and policy making areas.

I shall expect periodic reports from you on your progress in implementing this directive.

It is my sincere wish that every department and agency of the Commonwealth actively participate toward fulfillment of this commitment.

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Commonwealth of Pennsylvania

EXECUTIVE DIRECTIVE NO. 21

September 27, 1971

Governor's Office

HARRISBURG

SUBJECT: Implementation of the Commitment Toward Equal Rights

TO: HEADS OF ALL ADMINISTRATIVE DEPARTMENTS, INDEPENDENT ADMINISTRATIVE BOARDS AND COMMISSIONS AND OTHER STATE AGENCIES UNDER THE GOVERNOR'S JURISDICTION

FROM: MILTON J. SHAPP
Governor

Executive Directive 13 dated June 2, 1971, set forth in general terms the commitment of this Administration to provide leadership in the efforts to attain equal rights for all persons in the Commonwealth. It was stated in Executive Directive 13 that "A major effort will be exerted to end discrimination against members of all minority groups and women and to develop affirmative action programs to involve them at every level of employment and decision-making in this Administration."

Following the issuance of Executive Directive 13, further discussions have led to the following plans to insure that our effort will result in concrete progress this year toward greater involvement of minorities and women particularly in professional, administrative and technical positions. We must also take action to enforce the equal employment opportunity provisions in State contracts, make certain all our program services reach people in need, insure that recipients of State grants do not discriminate, insure that disadvantaged persons have equal opportunity to become licensed by the State, and be certain that licensees of the State provide services on a non-discriminatory basis.

Therefore, I am directing that you take the following actions:

1. Establish specific numerical goals and target dates with regard to increases in the employment of minorities and women in your departmental work forces. These staffing goals should be submitted to my office for approval. Attachment 1 to this Directive provides guidance with regard to the factors which should be taken into account in setting the goals and target dates.

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2. Develop detailed action plans which will insure timely achievement of the staffing goals. This plan will be submitted to my office for approval. The Office of Administration will provide information and assistance regarding the type of action needed to achieve the goals.

3. Undertake a review of program services, licensing policies, and contract compliance to determine what new organizational arrangements, policies and operational plans are needed to combat intentional or unintentional discriminatory practices. We must ask the question, "Are any of our present regulations or procedures causing us to fail to serve all segments of the public properly?"

4. Take action to designate a responsible policy-making official of Deputy Secretary rank who will be responsible for the implementation of the staffing goals and action plans.

5. Appoint an advisory committee on affirmative action composed of agency program directors, bureau chiefs, administrative supervisors, persons from the minority client population of the agency and from the minority community generally. We expect there will be women on each committee.

6. If not already established, create and fill in all major agencies, a position of affirmative action officer. This position should be in the office of the aforementioned designated responsible policy-making official and will have the responsibility for providing staff services to the advisory committee and coordination of agency program to implement the employment and other affirmative action programs. Additional positions to provide staff support in the affirmative action office and the agency personnel office may be authorized as needed.

7. I am establishing a Cabinet level task force out of my office to review the progress being made to implement this Directive.

Please send the names of the designated responsible officials, the affirmative action committee members and your agency affirmative action officer to me by October 15. The staffing goals and action plans should be in my office by December 1, 1971. Further instructions will be issued shortly regarding the areas of contract compliance, licensing policies, and program services.

If you have questions or require assistance regarding any of the above provisions, please contact Ronald G. Lench, Secretary of Administration, or Terry Dellmuth, Special Assistant for Human Services.

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Attachment 1 - Setting Goals and Target Dates

These guidelines outline the steps that agencies are to follow in formulating numerical goals and target dates with regard to the accomplishment of increases in numbers of women and minority groups in the agency work force.

A. Required Action

Each agency should review its internal staff composition in terms of existing minority employment and identify areas where minority groups as reflected in the work force of the locality and the clientele served are under-represented within the various organizational units and major job categories. Each major component of the central office headquarters staff and field installations should make these comparisons and, keeping these relationships in mind, set annual goals to be reached by July 1, 1972, and July 1, 1973, to remedy current deficiencies in the level of minority and female representation. By December 1, 1971, agencies are to coordinate and consolidate the reports for field offices and headquarters components and submit an overall agency minority staffing plan covering the last two quarters of this fiscal year and the next fiscal year, 1972-73.

Field units should prepare individual plans for increasing minority and female representation on their staffs and forward them through channels to the state central offices. Where it is not practical to prepare a plan for a small field unit, plans should be prepared by the next higher organization unit. The personnel officer and the affirmative action officer, with the advice of the affirmative action committee, should develop an overall plan for the agency as a whole and submit it to the designated responsible official of the department.

The first step in developing the goals for minority staffing should be to obtain estimates of the number of positions to be filled during the period under consideration. This estimate will consist of anticipated new positions plus vacancies expected to arise due to resignations, retirement, etc.

The goals for staffing should be set by balancing the number of additional women and minority staff needed against the number of vacancies and new positions to be filled and the probable availability of women and minority persons through all recruitment channels and sources. Separate goals should be established for the various levels of work within your organization. These levels may be expressed in terms of individual classes of positions where appropriate or in terms of broad job categories where the number of individual position classes is large. For example, an agency might establish goals for minority staffing for each of the following job categories: executive-managerial, professional-technical, pre-professional, clerical, custodial service. If broad job categories such as these are used, it will be necessary to allocate each of the individual position classes in the agency to one of the job categories.

Agencies should set interim target dates at appropriate intervals. These dates could be either on a monthly, bi-monthly, or quarterly basis.

Appendix F

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Guidance Programs and Budget

1. Goal: The Division of Guidance Services should structure self-study to include measures of sexist orientation of school districts and of counsellors.

Description: Self-study is both a process and a set of materials developed by the Bureau of Guidance Services to aid school district guidance programs in:

1. Studying their programs in light of community and school characteristics and expectancies held for guidance by various publics;

2. Developing objectives for guidance based on findings in "1."

Actions: There are several ways that the self-study materials will be used by schools to determine existence of sexist-oriented practices:

1. Examples which are used in the materials will refer to sexist practices by school personnel. This may help to make counselors aware of similar practices in their own school districts.

2. Questionnaires administered to students will be tabulated by sex to determine if males and females receive different kinds of or amounts of assistance from the guidance department.

3. Counselor time use survey will include estimates of the amount of time counselors spend with various populations--males, females; blacks, whites; college-bound, non-college-bound; as well as kinds of problems focused on by various groups.

4. Guidance objectives which are developed should be scrutinized to be certain that they have a non-sexist orientation.

2. Goal: The Division of Guidance Services should ensure that the PENNscript materials will have a non-sexist orientation.

Description: The PENNscript project is a statewide effort to provide localized occupational information for every secondary school student in Pennsylvania. The microfilm aperture card system used in the PENNscript system is a data card with a small microfilm inserted in the card on which up to eight pages of copy

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is visible. The information on the card is retrieved by using a microfilm reader, or reader-printer. The printer unit makes it possible to obtain a permanent copy of any, or all, pages found on the card.

Actions: 1. All 215 occupational titles presently in production will be reviewed by the PENNscript staff for sex biases. PWR representatives are welcomed to review all materials, and should be informed of the schedule for such review.

2. As each Penndeck comes up for annual revision, the text of its scripts will be available for similar review.

3. During counselors' orientation workshops held in connection with implementing PENNscripts, the problem of sexism in occupations will be discussed.

Cost Estimate: None

5. Goal: The Division of Guidance Services should select materials for inclusion in the Counselorganizer which are non-sexist in nature.

Description: The Counselorganizer is an annotated listing of selected current materials relevant to career development and planning intended to supplement the counselor's present knowledge. Emphasis is placed upon identification of materials which may not readily come to the counselor's attention and/or those which have particular significance for students whose needs the counselor may have difficulty in serving.

Actions: 1. The Counselorganizer will in the future attempt to present material that has no sex discrimination in career films and leaflets. A Pennsylvanians for Women's Rights consultant should be invited to review the Counselorganizer and offer suggestions on present and future materials.

2. A special section has been and will continue to be set aside paying special attention to the need of women for training and financial assistance in exploratory careers.

3. In the notebook section on careers for women we do and will continue to include materials which describe opportunities for women in the world of work.

4. "The Counselor's Professional Notebook" of the Counselorganizer contains references to the special counseling need of women which can be reviewed with a representative of PWR. The editorial staff encourages discussion on inclusion of any or all material that would help broaden career development for women.

Cost
Estimate: None

4. Goals: The Division of Guidance Services should implement a bias-free orientation in counseling through the career resource centers.

Description: The career resource center is designed to provide a place where students in junior and senior high can learn about broad fields of work. The centers were developed to help students see the relationship of career fields and curricular choices and secure information about specific jobs. The objectives of the centers are to increase and reinforce basic skills of gathering information and locating sources of careers to the point where realistic selections may be used to help the student in specific job employment and curricular choices.

Actions: Resource persons, career counseling and job placement activities will be organized to reinforce the idea that all students can choose careers which limit them only in as far as they are limited by their own interests and aptitudes.

Cost
Estimate: None

5. Goal: Counselor attitudes should be surveyed in the spring of 1972 and at annual intervals, to provide base-line data.

1. A survey instrument is being sought and modified.

2. Research design which may include random sampling across state or control groups is being developed.

3. Assistance of Bureau of Research is being sought.

Cost
Estimate: If all counselors are surveyed twice, Postage and Duplicating--$150.00

6. Activity: A list of consultants on feminism to be used for participation in review teams, workshops and projects should be developed. Such a list should be available Department-wide.

Actions:
1. PDE should write to the Pennsylvanians for Women's Rights to provide vitae ragarding consultants on feminism.
2. The information should be used to compile a directory.
3. The directory will then be used by PDE staff enclosing review teams, and planning workshops and projects.

Cost Estimate:

Postage	$20.00
Duplicating	$150.00

(can be handled in-house)

7. Activity: The Division of Guidance Services should develop a workshop and satellite activities which speak to the issues of sexism in counseling at all levels. The workshop should be presented as part of the annual PDE Curriculum Conference in the summer of 1972.

Actions:
1. An advisory committee should be formed under the auspices of the Division of Guidance Services of the Bureau of Pupil Personnel Services. Members of this committee will be chosen from lists submitted by concerned organizations, from known experts in the field of women's roles, from counselor educators and from field counselors.
2. The committee would design a program for this conference that will speak to the issue of bias-free guidance or variations of this theme as is determined by the advisory committee.
3. Personal invitations would be sent to key personnel in school districts throughout Pennsylvania as determined by the advisory committee.
4. An attitudinal survey would be used to assess the impact of this workshop, in addition to standard evaluative procedures.

5. Future activities would be determined on the basis of data collected.

Cost Estimate:

Consultants	$1000
Travel for consultants, housing and meals	500
Housing and meals for participants	5000
Materials	500
	$7000

8. Goal: The Division of Guidance Services should recommend consideration of sexism in education as an agenda topic at professional counselor organization meetings.

Actions: The Guidance and Counseling Division will provide a list of professional counselor organizations and contact persons in the state of Pennsylvania for the use of the regional office staff of the Pennsylvania Human Relations Commission who wish to contact leaders of the professional counselor organization to promote the scheduling of program meetings on counseling and sexism in education.

Cost Estimate: None

9. Activity: The Division of Guidance Services should participate in the development and financing of a motivational pamphlet that will improve the image of men and women in "non-traditional" occupations.

Actions:
1. Division should review existing materials on non-traditional occupations in an effort to locate those suitable for general distribution.
2. A determination can then be made of actual need for any new publication.
3. Planning for such a publication should be under the cooperative aegis of the PHRC and the Division of Guidance Services, and involve the participation of PWR.

Cost Estimate:	Distribution	$370 per 16 page distributed in lots of 50 to 520 (?) school districts.
	Development	Staff services contributed--for copy, photography and editing. Printing (15,000 copies) -- $3000

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Appendix G

BASIC EDUCATION EVALUATION GUIDELINES

1. That the Guidelines for Selection of Textbook and Curriculum Materials regarding sex and race discrimination are being implemented. (cf D. Sexism in Library and Curriculum Materials).
2. That there are no classes, programs or activities segregated by sex or race (including athletic teams, spelling bee teams, classroom jobs, etc.).
3. That there is no sex or race segregated tracking (into the sciences, mathematics, vocational training, etc.).
4. That the contributions of women and minority persons are affirmatively included in all subject areas.
5. That students are encouraged to seek out information on the contributions and roles of women and minority persons.
6. That counselors and teachers encourage males and females of all races to consider a variety of roles and assist them to prepare for their chosen roles.
7. That women and men are placed in jobs according to their interests and abilities-not their sex or race.
8. That health classes include sex education and present the development of the human body as healthy and normal. Emphasis should be on men and women as persons, and on improved knowledge of one's own body.
9. That Continuing Education programs and skill training programs are available to the adult population, without sex or race stereotyping.
10. That the School District is acting affirmatively to provide child care, health care and recreation programs for the school community (students, faculty, staff, and administrators).

PROGRAM APPROVAL GUIDELINES

FOR

INTERGROUP EDUCATION

APRIL 1972

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
BUREAU OF ACADEMIC SERVICES
DIVISION OF TEACHER EDUCATION

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FOREWORD

In accordance with Regulations of the State Board of Education, Chapters Seven and Ten and the policies announced by Governor Milton J. Shapp, the Pennsylvania Department of Education has a commitment to ameliorate prejudice and discrimination experienced by minority groups and women in our society. Obviously, the shaping of the beliefs and discriminatory tenets of children and youths in the schools is a responsibility which all teachers must assume. Without some interventionist studies and experiences for prospective teachers and in-service teachers, the patterns of prejudice and negative learning environments presently prevailing in our schools will continue.

Recognizing the necessity of breaking the cyclical effects of education regarding this vital social phenomenon, the Division of Teacher Education and the Division of Intergroup and Civil Rights Education prepared guidelines to be used in changing teacher education programs, undergraduate and graduate. This document includes those guidelines which are a synthesis of the contributions of many concerned groups.

The Professional Standards Committee approved and recommended these guidelines be implemented immediately. I have accepted that recommendation and have asked the Division of Teacher Education to assist colleges and universities in implementing Standard XIV and subsequently the intergroup education guidelines. Program approval committees must seek evidence that teacher education programs meet the true spirit of Standard XIV.

John C. Pittenger

JOHN C. PITTENGER
SECRETARY OF EDUCATION
PENNSYLVANIA DEPARTMENT OF EDUCATION

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PROGRAM APPROVAL GUIDELINES FOR INTERGROUP EDUCATION

I. Introduction

The need for the inclusion of intergroup education content at the pre-service level of teacher preparation has been a continuing concern of the Pennsylvania Department of Education. Unless pre-service teachers have an opportunity to develop competency in Intergroup Education, there is little hope that they will be able to deal constructively with the development of those attitudes, knowledges and skills which will enable both majority and minority group youth to move more comfortably and more securely within our pluralistic society.

The State Board of Education, March 1965, adopted the following recommendation:

> "The Board emphasizes its support of the intergroup and human relations education program developed and conducted by the Department of Public Instruction (Department of Education)."
>
> "It encourages all school districts in the Commonwealth to provide a long range program of intergroup and human relations education designed to improve each pupil's knowledge of and sensitivity to the social groups which make up our pluralistic society. In addition, the Board requests that all teacher education institutions provide similar instruction for all prospective teachers."

In 1970, the Department adopted a revised Policies, Procedures and Standards for Certification of Professional School Personnel.

A need has been expressed for a more definitive statement concerning the scope of Standard XIV of the General Standards, page 7, and guidelines to aid teacher education institutions in applying this standard to the general professional education sequence.

> "Standard XIV. The program shall include intergroup content and experiences which encourage intellectual awareness of and emotional sensitivity to the cultural pluralism of our schools and society."

Since March 1969, the General Curriculum Regulations of the State Board of Education of Pennsylvania have included in Chapter 7, Section 7-154, a regulation which requires that "Intergroup education shall be included in appropriate areas of the instructional program of every school". This mandate pertains to both the elementary and secondary levels.

All colleges and universities engaged in the preparation of school personnel have a major responsibility for adequately preparing educators who will implement this regulation.

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II. Rationale

Intergroup education is concerned primarily with fostering better understanding and relationships between individuals and groups of different sexes, races, national origins and socio-economic backgrounds. As indicated, much more than race relations is included.

While this concern has traditionally been assumed by educators as a legitimate area of school responsibility, recent developments in our country's history have added an immediacy for improved school intergroup relations programs. These include:

1. The directions which the Civil Rights Movement has taken since the 1950's;
2. The impact of school desegregation;
3. The rising expectations and increased involvement of minority group members in school affairs;
4. The press by youth of all groups for more direct participation in school decision-making processes;
5. The infusion of federal funds in school programs which particularly affect minority communities;
6. The re-emergence of the Women's Rights Movement as a social, political and educational force;
7. The varying responses of minority and majority group members to all of the above.

From the above, it is apparent that teacher education institutions share a major responsibility in developing programs which deal with the current realities impinging on our schools, thereby providing prospective teachers with the understandings, knowledges and skills necessary to maintain our schools as viable institutions in a democratic society.

Because women and minority group members are the victims of subtle but pervasive prejudice and discrimination, we are not fully utilizing the talents of all segments of the population. The whole of society is as much the loser as the individuals concerned. In order to overcome the negative atmosphere which keeps women and minority persons from full participation in our society, teachers should be sensitive to the problems attendant on minority status (which includes women) and equipped to help their students overcome the negative feelings toward themselves which result from minority status.

III. Basic Program Components

A program to prepare educators which meets Standard XIV includes the following:

1. Knowledge about their own groups and about groups other than their own and how these groups interact with each other in various settings;

2. An awareness of and sensitivity to the needs and problems of individuals and groups other than their own, and encouragement of exploration of one's own attitudes and those of others;

3. Opportunities to develop skills in interacting with people of groups other than their own.

IV. Basic Program Competencies

The following competencies are suggested:

1. Ability to participate comfortably, effectively and democratically in culturally mixed groups.

2. Ability to participate effectively in the study and discussion of controversial issues.

3. Awareness of value issues and a sense of personal responsibility for value judgments regarding relationships across sex and group lines.

4. Ability to display a respect for the diverse cultures and classes within a given classroom.

5. Ability to level with students from varying cultures as individuals and groups.

6. Ability to use the student's and one's own racial, ethnic and cultural backgrounds as an educational resource.

7. Ability to understand a student's problem or conflict situation in terms of sexual, cultural, racial or socio-economic dynamics.

8. Ability to interpret honestly matters relating to student's socio-economic status or culture.

9. Ability to recognize stereotyping, in all its aspects.

10. Ability to effectively utilize methodologies considered valuable in promoting positive intergroup attitudes, such as role playing, socio-drama, group dynamics and sociometric techniques.

11. Ability to relate professionally (i.e., a helping relationship) to all kinds of students, not only to those representative of one's own background and value orientation.

12. Ability to recognize one's own prejudices and to cope with them in ways not detrimental to others.

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13. Ability to handle emotion-laden content and experiences relating to intergroup relations in the school setting.

14. Ability to deal with anger and conflict in intergroup interactions.

V. Program Inclusion

The following are suggested program content and experiences which should help to achieve intergroup education objectives.

A. Knowledge Component

1. The history, cultural heritage and contributions of minority groups which have been customarily excluded from the curriculum, such as the Afro-American, American Indians, Mexican Americans, Orientals, Puerto Ricans and Southwestern Europeans.

2. The beliefs, practices and contributions of the major religious groups and other sectarian groups which have customarily encountered difficulties in the American school culture.

3. The contributions of women to our culture.

4. Cultural relativism, including both comparisons of various societies and cultural pluralism within our society and comparisons of family life and of male-female roles.

5. The history and ideologies of major American civil rights movements (i.e., the black movement and the women's movement, both of which have been aspects of our culture for almost two centuries), as well as the relationship of those movements to each other.

6. The status of women, the poor and minority groups in this country in such areas as employment, economics, the law, and participation in government.

7. The study of the school as a "culture".

8. Constitutional decisions, federal and state legislation affecting school policies and practices, i.e., church-state relationships, civil rights, individual liberties.

9. Areas of the School Code and Regulations of the State Board of Education applicable to intergroup relations.

10. The roles of power and conflict as they affect the educational system.

11. The educational system's responsibility for the effects of sexism, racism, poverty, religious and ethnic intolerance.

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12. The nature of prejudice and the psychological effects of prejudice and discrimination.

13. The influence of sex, race, religion, socio-economic status and ethnic backgrounds on motivation, learning, achievement, attitudes and behavior.

14. The socialization process: how it operates and its influence on perceptions of sex role, self concept of majority and minority persons (i.e., the socialization of white male compared to black male, of white male compared to white female, of poor white compared to more affluent white, etc.).

15. Study and analysis of media and its influence on perceptions of "proper" cultural values and stereotypes advertising creates about family life, men, women, blacks, poor, etc.

16. Effects of a school's testing and grouping patterns on intergroup factors relating to the life of the school and community.

17. Effects of a school's co-curricular program on intergroup factors relating to school and community.

18. Intergroup issues related to authority, dependence and resistance to authority.

B. Awareness Component

1. A balanced school and community experience program which includes direct exposure to people and conditions where intergroup experiences abound in the areas of sex, race, religion, ethnic and socio-economic backgrounds.

2. An inter-campus interaction program between urban-rural colleges/universities.

3. Opportunities for students to interact across sex and group lines in an atmosphere conducive to exploring attitudes and feelings about differences.

4. Developing a "The Students Teach" program where affected youngsters come into the college classroom to teach as they feel they are taught.

5. Organizing a representative student-faculty-administration committee to participate in the institution's program implementation of Standard XIV.

6. Building into the knowledge component of the program as much direct contact with representatives of affected groups as possible.

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C. Skills Component

1. Experiences in the selection and utilization of multi-ethnic curriculum materials in the classroom which develop familiarity and confidence in their use.

2. Participation in the following methodologies: role playing, force field analysis, socio-drama, sociograms, group discussion techniques and other techniques designed to engage prospective educators in facilitating communication and interaction within groups in the school setting, and to aid other students in doing so.

3. Exposure to controlled laboratory experiences and/or simulation to help provide coping skills for intergroup problems encountered in the school setting.

4. Supervised experiences in participating with parent and community groups trying to effect change in the educational system, to begin development of coping skills.

5. Application of problem-solving techniques in dealing with intergroup matters to reduce faulty assumptions; personal, bias and subjectivity.

6. Experiences which encourage the development of collaboration skills in establishing educational policy and in planning curriculum.

VI. Establishing an Exemplary Learning Environment

It is readily apparent that the philosophy underlying Standard XIV has implications for institutional planning in areas other than curriculum.

A teacher education institution seriously committed to reducing the effects of cultural isolation in prospective teacher candidates and developing teachers for our schools who can encourage and enable students to view diversity as having positive value will demonstrate within its own milieu, a setting and climate which exemplifies this value.

This will necessitate specific attention on the part of the administration and departments to the development of approaches to increase the participation of women and minority groups in the total life of the school with increased sensitivity to the problems customarily encountered by them in the school environment. It is recommended that students, representative of the concerns, be included at each step in this effort.

Suggested areas for consideration:

A. Personnel Practices

Equality in salary, contract status and fringe benefits for men and women and minority persons.

Special efforts be made toward correcting inequities in policies on employing, promoting and tenure for men, women and minority groups and toward eliminating imbalances at all levels in all programs.

Equitable representation for women and minority persons on institutions' committees and other campus bodies in their decision-making processes.

B. Admissions Practices

Admission standards and procedures be the same for men and women and that quotas be used as a guide only in cases necessary to correct past injustices.

Active promotion programs to promote the recruitment, admission and retention of students representing a variety of racial, religious and ethnic groups.

C. Teacher Education Programs

A thorough examination of preparation programs for each area of certification offered by the institution to determine necessary inclusion of intergroup education content and experience in student's area of specialization.

D. Student Affairs

Specialized counseling services available sensitive to the needs of the diverse woman and minority student population.

An examination of the housing policies and practices of the institution relative to:

"Double Standards" for men and women.

The requirement that householders subscribe to a non-discriminatory policy prior to listing for approved off-campus housing.

An examination of health and recreational programs to ascertain their effectiveness in meeting the needs of women and minority persons.

A study of campus organizations relative to respect for the heterogeniety of the student population.

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A study of school-community relations and accommodations and assumption of responsibility for acceptance in the community of the total student population.

E. Graduate and Placement Opportunities

Placement opportunities should make available the same recruiting opportunities to men, women and minority students.

Refusal to recognize discriminatory preferences indicated by prospective employers in referring applicants.

An examination of on-campus student employment practices for possible patterns of stereotypic placement.

VII. Sources for Program Implementation

This section is designed to provide resources which can be of help to institutions as they seek to implement Standard XIV. It is by no means exhaustive and we welcome your suggestions regarding additional resources which you find helpful.

A. Agencies and Organizations which offer or can direct Institutions to Consultant and Advisory Services in the Field of Intergroup Education

Boston University Human Relations Center
270 Bay State Road
Boston, Massachusetts 02215
617 - 353 - 2770

Center for Human Relations
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
202 - 223 - 9400

Civil Rights Department
American Federation of Teachers, AFL-CIO
1012 Fourteenth Street, N.W.
Washington, D.C. 20005
202 - 737 - 6141

College - Community Service Center
Cheyney State College
Cheyney, Pennsylvania 19319
215 - 399 - 6880

Consultants for Developmental Change
2904 Castlegate Avenue
Pittsburgh, Pennsylvania 15226
412 - 563 - 2865

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Division of Education
Pennsylvania Human Relations Commission
100 North Cameron Street
Harrisburg, Pennsylvania 17101
717 - 787 - 4410

Division of Intergroup and Civil Rights Education
Bureau of General and Academic Education
Pennsylvania Department of Education
Harrisburg, Pennsylvania 17126
717 - 787 - 1130

Division of Teacher Education
Bureau of Academic Services
Pennsylvania Department of Education
Harrisburg, Pennsylvania 17126
717 - 787 - 3470

Institute of Field Studies
Teachers College
Columbia University
New York, New York 10027

Intergroup Relations Commission
Pennsylvania State Education Association
400 North Third Street
Harrisburg, Pennsylvania 17101
717 - 236 - 9335

Learning Associates
905 DeWolfe Drive
Alexandria, Virginia 22308

National Training Laboratory
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036
202 - 833 - 4372

B. Agencies and Organizations which offer or can direct Institutions to Consultant, Advisory and Information Services in Specialized Areas of Interest and Concern

Afro Technical and Educational Consultants, Inc.
404 Highland Building
Pittsburgh, Pennsylvania 15206

Aspira of Pennsylvania, Inc.
526 West Girard Avenue
Philadelphia, Pennsylvania 19123

Association of American University Professors
Committee W
c/o Margaret Rumbarger
One DuPont Circle, N.W.
Washington, D.C. 20036

Committee W is concerned with the status of women in the profession and has contacts with concerned women in higher education.

Consultative Resource Center on School Desegregation and Conflict
University of Pittsburgh
4029 Bigelow Boulevard
Pittsburgh, Pennsylvania 15213

Division of Languages
Bureau of General and Academic Education
Pennsylvania Department of Education
Harrisburg, Pennsylvania 17126
717 - 787 - 7098

This Division provides consultive and advisory services in bi-lingual education.

Governor's Council on Opportunities for the Spanish-speaking
908 State Office Building
Philadelphia, Pennsylvania 19130

Jewish Community Relations Council of Greater Philadelphia
260 South Fifteenth Street
Philadelphia, Pennsylvania 19102

Jewish Community Relations Council of Greater Pittsburgh
234 McKee Place
Pittsburgh, Pennsylvania 15213

KNOW, Inc.
P. O. Box 10197
Pittsburgh, Pennsylvania 15232

KNOW is a feminist press which publishes pamphlets in many areas, bibliographies, listings of feminist consultants, general position papers as well as scholarly articles in psychology.

National Conference of Christians and Jews
101 South Thirteenth Street, Suite 300
Philadelphia, Pennsylvania 19107

National Conference of Christians and Jews
100 Fifth Avenue
Pittsburgh, Pennsylvania 15222

Nationalities Service Center (Puerto Rican)
1300 Spruce Street
Philadelphia, Pennsylvania 19107

Office of Commonwealth of Puerto Rico
Department of Labor - Migration Division
333 Arch Street
Camden, N. J. 08102
Attn: Mr. Luis Delgado, Director
Mr. Apolonio Collazo

Pennsylvania Catholic Conference
600 North Second Street
Harrisburg, Pennsylvania 17103

Pennsylvanians for Women's Rights
230 West Chestnut Street
Lancaster, Pennsylvania 17603

The Council of Spanish Speaking Organizations, Inc.
2023 N. Front Street
Philadelphia, Pennsylvania 19122

Urban League of Philadelphia
304 Penn Square Building
1317 Filbert Street
Philadelphia, Pennsylvania 19107

Urban League of Pittsburgh
200 Ross Street
Pittsburgh, Pennsylvania 15219

C. Sources for Information and Materials in General and Specialized Areas of Interest - Intergroup Education

American Indian Historical Society
1451 Masonic Avenue
San Francisco, California 94117

American Jewish Committee
Institute of Human Relations
165 East 56th Street
New York, New York 10022

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

Bureau of Indian Affairs
Washington, D.C. 20242

Commonwealth of Puerto Rico
Migration Bureau
322 West 45th Street
New York, New York 10036

Feminists on Children's Media
P. O. Box 4315
Grand Central Station
New York, New York 10017

Integrated Education Associates
343 South Dearborn Street
Chicago, Illinois 60604

Jewish Publications Society of America
222 North Fifteenth Street
Philadelphia, Pennsylvania 19102

National Center for Research and Information on
Equal Educational Opportunity
Box 40
Teachers College
Columbia University
New York, New York 10027

National Organization for Women
1952 East 73rd Street
Chicago, Illinois 60649

Office of Foreign Languages
Instructional Services
School District of Philadelphia
Parkway at 21st Street
Philadelphia, Pennsylvania 19103

Office for Spanish Speaking American Affairs
Department of Health, Education and Welfare
400 Maryland Avenue, S.W., Room 2017
Washington, D.C. 20210

Trans - Ethnic
Education/Communication Foundation
2404 Wilshire Boulevard, Suite 1355
Los Angeles, California 90057

Women on Words and Images
P. O. Box 2163
Princeton, New Jersey 08540

Women's Bureau
Wage and Labor Standards Administration
U. S. Department of Labor
Washington, D.C. 20210

Women's History Research Center, Inc.
2325 Oak
Berkley, California 94700

Selected Bibliography of Bibliographies in Intergroup Education

Multi-Ethnic

AMERICAN DIVERSITY AND SUPPLEMENT. Pennsylvania Department of Education, 1969 and 1971. (Available at no cost to Pennsylvania educators.) 247 pp. and 66 pp.

These publications provide a comprehensive, annotated bibliography of resources on racial and ethnic minorities and are indispensable for institutions in checking present holdings and acquiring additional resources in this area. Resources are included for preschool, elementary, secondary, college, adult and teacher reference.

A section is devoted to each of the major minorities, a multi-ethnic section contains materials including two or more of these groups, a section on other Americans provides a wide sampling of the many and varied ethnic groups which have contributed to American cultural diversity and a final section on Resources for Intergroup Education to provide perspective, background content and suggested methodology to assist school personnel.

Entries are in the following categories: Social Interpretation, History, Biography, Arts (Art, Drama, Literature, Music), Fiction, Guides, Teaching Units, Bibliographies and Audio-Visual Materials.

AMERICAN MINORITIES (Publication No. 5). Government Publication Section, California State Library, Sacramento.

A checklist of bibliographies published by government agencies from 1960-1970.

Tumin, Melvin (ed.), RESEARCH ANNUAL ON INTERGROUP RELATIONS, 1970. Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York, 10016.

This publication lists, classifies and summarizes research throughout the world on the relationships between ethnic, racial, religious and national groups.

Weinberg, Meyer (comp.). THE EDUCATION OF THE MINORITY CHILD. Integrated Education Associates, Chicago, 1970.

This book brings together some 10,000 selected references on the education of the minority child in the United States and elsewhere. Central emphasis is on the black child; lesser stress is on Mexican American, Puerto Rican and American Indian children; some attention to Oriental, poor white, Jewish and European immigrant backgrounds.

Afro-American

Bigola, John C. AN ANNOTATED BIBLIOGRAPHY FOR TEACHING AFRO-AMERICAN STUDIES AT SECONDARY AND COLLEGE LEVELS. National Center for Research and Information on Equal Educational Opportunity, Box 40, Teachers College, Columbia University, New York, 1971.

The books included were selected to provide basic and supplementary information for secondary school and college students and teachers covering the selected aspects of Afro-American history and literature.

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Bolner, James. RACIAL IMBALANCE IN PUBLIC SCHOOLS. Institute of Government Research, Louisiana State U., Baton Rouge, Louisiana, 1968.

An annotated bibliography.

EXPOSURE. Pennsylvania Department of Education, Division of School Libraries, Harrisburg, Pennsylvania, 1970.

Media evaluations of Afro-American materials, including records, film loops, film strips, multi-media, transparencies and tapes.

Johnson, Harry Alleyn. MULTIMEDIA MATERIALS FOR AFRO-AMERICAN STUDIES. R. R. Bowher, Co., 1180 Avenue of the Americas, N.Y. 10036, $15.95.

Schultz, Walter. DIRECTORY OF AFRO-AMERICAN RESOURCES. R. R. Bowher, Co., 1180 Avenue of the Americas, N.Y. 10036, $19.95.

Guide to primary resource materials, special collections, held by public, university, governmental and special libraries; listing of civil rights organizations. A detailed index is included.

TO BE BLACK IN AMERICA. The Free Library of Philadelphia, 1970.

A selected annotated bibliography of reference materials organized around various facets of American life. Films, periodicals and newspapers are included.

Tolmachev, Marjana, comp. THE CONTEMPORARY NEGRO. Pennsylvania State Library, Harrisburg, Pennsylvania 1970.

A selected general bibliography of recent materials in the Pennsylvania State Library.

Treworgy, Mildred L. and Paul B. Foreman. NEGROES IN THE UNITED STATES. Pennsylvania State University, 1967. $1.50.

A comprehensive annotated bibliography with a supplement on other minority groups.

Weinberg, Meyer (ed.). SCHOOL INTEGRATION. Center for Urban Education, 1967. $2.00.

Classified bibliography of 3,100 references based on entires in Integrated Education, plus other listings from various periodicals in social awareness, education, law and civil rights.

Welsch, E. K. THE NEGRO IN THE UNITED STATES: A RESEARCH GUIDE. Indiana U. Press, 1965. $1.65.

A comprehensive, descriptive guide to materials on Negro history.

American Indian

BIBLIOGRAPHY OF SELECTED CHILDREN'S BOOKS ABOUT AMERICAN INDIANS. Association on American Indian Affairs, Inc., 432 Park Avenue, South, New York 10016, 1969.

A list of recommended children's books selected by a committee of American Indians designed to create an understanding and appreciation of the life of American Indians as it really was and as it really is.

Hirschfelder, Arlene B. AMERICAN INDIAN AUTHORS. Association on American Indian Affairs, Inc., 432 Park Avenue, South, New York 10016, $1.00.

Bibliography of 157 books by 120 American Indian authors representing 54 tribes.

Hough, Henry W. BOOKS BY INDIANS AND BOOKS ABOUT INDIANS. Governors' Interstate Indian Council. Littleton, Col. 80120, 1969. Free.

A listing of 27 books written by Indians and 51 books written about Indians (1967 to date).

Jewish American

Bibliographies are available from the following organizations listed in Section C of this paper.

American Jewish Committee

Anti-Defamation League of B'nai B'rith

National Conference of Christians and Jews

Mexican Americans

THE MEXICAN AMERICAN: A SELECTED AND ANNOTATED BIBLIOGRAPHY. Center for Latin American Studies. Stanford University, 1969. $2.25.

This bibliography focuses upon the contemporary interests and concerns of the Mexican-American community as well as the contributions of an earlier generation of scholars in the field of Mexican-American Studies.

THE MEXICAN AMERICANS. Division of Instructional Media, Library Dept. Oakland, California.

A 28-page bibliography specializing in books for young people on Chicano and Mexicans; emphasizes the few books available by printing in separate color the pages listing published books on Mexican Americans in the United States.

Revelle, Keith. CHICANO! A SELECTED BIBLIOGRAPHY BY AND ABOUT

MEXICO AND MEXICAN AMERICANS. Latin American Library, 1457 Fruitvale Ave., Oakland, California 94601.

Includes an excellent discussion of the Chicano Movement and an analysis of the term "Chicano." Also lists Chicano newspapers and how they may be obtained.

Puerto Rican

BOOKS IN SPANISH FOR CHILDREN: AN ANNOTATED BIBLIOGRAPHY K-8. Office of Foreign Languages, Instructional Services, School District of Philadelphia, Philadelphia, Pennsylvania 19103, 1971.

This annotated bibliography provides the Spanish-speaking student with reading materials in his own language. The titles are recommended to stimulate extra-curricular reading and provide books in subject areas in support of classroom activities.

BOOKS AND MATERIALS IN ENGLISH ON PUERTO RICO AND THE PUERTO RICANS. Office of Foreign Languages, Instructional Services, School District of Philadelphia, Philadelphia, Pennsylvania 19103, 1971.

This annotated bibliography contains listings of fiction and non-fiction, K-12; also sections for teacher references, films, filmstrips and records.

BILINGUAL SCHOOLING IN THE UNITED STATES. U. S. Government Printing Office, Superintendent of Documents, Washington, D.C. 20402. $6.00 per set. (Sets will not be broken.)

This comprehensive two-volume monograph treats the racio-linguistic development of bilingual education and its implications for alternative educational programs in a pluralistic society. Included are several concepts of bilingual schooling, sample curriculum models, a history of bilingual schooling and an extensive bibliography of materials and resources.

LIBROS en ESPANOL. New York Public Library, $1.00.

An annotated bibliography of children's books in Spanish for K-8.

Women

Cisler, Lucinda. BIBLIOGRAPHY ON WOMEN. 102 West 80th Street, New York, 10024, $.50

TUNING IN TO THE WOMEN'S MOVEMENT. KNOW, Inc., P. O. Box 10197, Pittsburgh, Pennsylvania 15232.

MUSHROOM EFFECT: A DIRECTORY OF WOMEN'S LIBERATION. P. O. Box 6024, Albany, California 94706, $.50

BIBLIOGRAPHY ON WOMEN. Pennsylvania Department of Education. Available fall, 1972.

This publication will contain a selective annotated bibliography of resources - print and non-print - which present an undistorted and complete picture of women and their participation in and contributions to American life.

Materials for all levels, kindergarten through college, will be

interest to women and a section on feminist associations and study groups.

IMAGES OF WOMEN: GUIDELINES FOR SELECTION OF CURRICULUM MATERIALS. Pennsylvania Department of Education. Available fall, 1972.

This publication will provide an evaluation of the treatment of women in existing library and curriculum materials with recommendations for changes to present more positive female role images and correct existing distortions and stereotypes.

SOURCE BOOK PRESS. (The Source Library of the Women's Movement), Division of Collectors Editions Ltd., Dept QA, 185 Madison Avenue, New York 10016. (Write for brochure.)

LITTLE MISS MUFFET FIGHTS BACK - RECOMMENDED NON-SEXIST BOOKS ABOUT GIRLS FOR YOUNG READERS. Feminists on Children's Media. P. O. Box 4315, Grand Central Station, New York 10017. (50¢ and 1ó¢ self-addressed 4 x 9½ envelope.)

LOLLIPOP POWER. P. O. Box 1171, Chapel Hill, N. C. 27514 (Books for Young Children).

Periodicals

Since issues and events affecting intergroup relations are so much a part of the current scene, availability of periodicals from the perspective of affected groups is indispensable if students and staff are to be au courant.

Afro-American

EBONY. Johnson Pub. Co., 1820 S. Michigan Ave., Chicago, Ill. 60616. Monthly. $5.00/year.

Popular magazine similar in format to Life presenting the Black American scene.

FREEDOMWAYS. Freedomways Assoc., Inc. 799 Broadway, New York 10003. $3.50/year.

A quarterly review of the Negro Freedom Movement. A "Recent Book" list appears in each issue.

INTEGRATED EDUCATION. Integrated Education Associates, 343 S. Dearborn Street, Chicago, Ill. 60604. Published bi-monthly. $4.00/year.

Articles on school integration and related topics; suggestions for pre-service and in-service programs for teachers. Each issue contains current bibliographic materials.

JOURNAL OF NEGRO HISTORY. Assn. for the Study of Negro Life and History, Inc. Published quarterly. $6.00/year.

Scholarly articles on various aspects of Negro history and culture. Some emphasize the African heritage and the problems of the developing nations.

NEGRO HISTORY BULLETIN. Assn. for the Study of Negro Life and History, Inc. Subscription and Advertising Dept. $.50 single copy. $3.00/year. (8 issues).

The purpose of the magazine is "to promote an appreciation of the life and history of the Negro, to encourage an understanding of his present status, and to enrich the promise of the future."

American Indian

THE INDIAN HISTORIAN. American Indian Historical Society, 1451 Masonic Avenue, San Francisco, California 94117. Published quarterly. $3.00/year, $1.25 single copy.

INDIAN TRUTH. Indian Rights Assn., 1505 Race Street, Philadelphia, Pennsylvania 19102. Published quarterly. $3.00/year.

Articles relating to contemporary status of Indians; employment opportunities, services of professional organizations and various facets of Indian life and culture. "Told as it is."

JOURNAL OF AMERICAN INDIAN EDUCATION. College of Education, Arizona State U., Tempe, Arizona 85281. $3.50/year (3 issues).

Articles relating to educational needs and services for Indian children and adults.

Jewish American

KEEPING POSTED. Union of American Hebrew Congregations (Reform), 838 5th Ave., New York 10021. Published bi-monthly (Oct. - May). $2.00/year (15 issues).

Articles focus on ethical rather than theological issues; and stress general social concerns such as civil rights and inter-faith communication and cooperation.

OUR AGE. United Synagogue of America, Commission on Jewish Education, (Conservative) 218 E. 70th Street, New York 10021. Published every two weeks during the school year. $2.35/year.

Articles attempt to synthesize the traditional Jewish values with liberal strains of contemporary society. Extensive use of interviews and panel discussions.

Mexican American

MEXICAN LIFE. Uruguay 3, Mexico, D. F., Mexico. Published monthly. $3.50/year.

This monthly review contains articles on the Mexican folkways and culture, legacies from Indian tribes, and reviews of current books and art exhibitions.

Pennsylvania German

KEYSTONE FOLKLORE QUARTERLY. Pennsylvania Folklore Society, Lycoming College, Williamsport, Pennsylvania $3.00/year. Single issue, $1.00.

Traditions, anecdotes and many folk beliefs and superstitions collected by scholars - Oral History.

PENNSYLVANIA FOLKLIFE. Pennsylvania Folklife Society, Inc., Box 1053, Lancaster, Pennsylvania. Published quarterly, $4.00/year. $1.50 single copy.

Articles on the customs and culture of the Pennsylvania Dutch. Each issue contains a folk-culture questionnaire. Excellent material for social historians, folklife scholars and genealogists.